



MASTER OF ARTS IN COUNSELING:

CLINICAL MENTAL HEALTH COUNSELING

SCHOOL COUNSELING

2021-2022

Annual Program Assessment Report

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Overview:

This Annual Assessment Report reports data and any changes or transitions in the Counseling Division from Fall 2021 through Summer 2022.

As a major educational program within the institution of Denver Seminary, we are responsible to and accredited by three accrediting agencies: 1) The Higher Learning Commission (HLC), 2) The Association of Theological Schools (ATS), and 3) The Council for Accreditation of Counseling and Related Educational Programs (CACREP). This Annual Report emerges from the MA Counseling Program Comprehensive Assessment Plan based on the 2016 CACREP Standards. Currently, the MA Counseling Program has Concentrations in Clinical Mental Health Counseling (CMHC) and School Counseling (SC). An online Ph.D. Program in CES launched the first cohort in Fall 2021.

Every Fall the Counseling Faculty conducts an Annual Programmatic Review of the areas outlined below and discussions of these areas also take place in regular faculty Division meetings and Program Director's meetings.

This Annual Assessment Report includes (1) the Mission Statement of Denver Seminary and the Mission Statement of the MA in Counseling Program and its concentrations; 2) the Program Objectives of the MA Counseling Program and the Student Learning Objectives of the Clinical Mental Health Counseling and School Counseling concentrations; 3) an overview of the Comprehensive Program Evaluation Model; (4) an overview of our Division Faculty transitions; 5) and review and analysis of data and resulting modifications from our key areas of annual program assessment:

- a) Counseling Program Vital Statistics, Demographics, and Trends
- b) Summary and Analysis of FTE Data
- c) Summary & Analysis of Program Objectives Outcomes (KPI's)
- d) NCE Results
- e) Summary & Analysis of Student Skills Outcomes (CSS)
- f) Summary & Analysis of Disposition Outcomes (DSCKA)
- g) CSAT (Remediation) data
- i) Student Evaluations of Clinical Sites and Supervisors
- j) Student Exit Evaluations

The final section of the Annual Report will describe the goals and program modifications based on the Program Review of Fall 2021-Summer 2022 that was conducted in the Fall 2022.

Mission Statements

The MA Counseling Program Assessment Plan is based on the objectives and goals derived from and aligned with:

I. The Mission Statement of Denver Seminary

Denver Seminary prepares men and women to engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture.

II. The Mission Statement of the MA Counseling Program

The Denver Seminary Counseling Division trains clinically competent mental health practitioners who are able to integrate Christian faith and counseling education into a professional counselor identity for the purpose of effective counseling practice and licensure in diverse clinical, educational and ministry settings. We develop compassionate, self-aware professionals who are ethically and culturally sensitive. Students acquire contemporary knowledge and skills necessary to address the cognitive, emotional, interpersonal and spiritual needs of individuals, couples, families and organizations and to implement social justice and advocacy strategies in each of these contexts.

III. The Mission Statement of the Clinical Mental Health Program Concentration

The Master of Arts in Counseling (Clinical Mental Health Concentration) equips clinically competent mental health practitioners with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders as licensed professional counselors in diverse clinical, educational, and ministry settings.

IV. The Mission Statement of the School Counseling Program Concentration

The Master of Arts in Counseling (School Counseling Concentration) equips clinically competent school counselors with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders in school counseling in diverse P-16 school settings.

The MA in Counseling Program Objectives and Student Learning Outcomes

MA Counseling Program Objectives (PO's)

The MA in Counseling prepares students to:

1. Identify, describe, and apply ethical professional counseling and school counseling practice in keeping with the standards of professional counseling organizations.
2. Describe and demonstrate awareness, knowledge, and skills necessary to demonstrate cultural responsiveness, social justice and advocacy in the provision of counseling and educational services.
3. Describe and apply key human growth and development theories to the counseling and educational process throughout the lifespan.
4. Identify, describe, and apply key career developmental theories, resources and assessments to facilitate academic success as well as holistic life-work planning and management for diverse clients within a variety of clinical, educational and community settings.
5. Describe and implement various counseling theories and skills in various clinical and educational contexts.
6. Describe, identify, and practice the skills and theoretical knowledge needed for designing and facilitating groups in a variety of contexts.
7. Ethically utilize evidenced-based assessments in diagnosis and risk-assessment in clinical mental health and school counseling practice.
8. Assess and utilize the current body of research for effective clinical mental health and school counseling practice and program evaluation.

Additionally, the MA in Counseling with a Concentration in CMHC trains students to:

9. Perform techniques and interventions for prevention and treatment of a broad range of mental health issues

The MA in Counseling with a Concentration in School Counseling prepares students to:

10. Assess and utilize models of school counseling that promote equitable academic development and achievement for all students.

CMHC CONCENTRATION STUDENT LEARNING OUTCOMES (SLO's)

Students who complete the MA in Counseling with a Concentration in CMHC will:

1. Communicate empathically with counselees, consultees, and colleagues in professional contexts.
2. Consistently and competently utilizes counseling theory and research in the practice of professional counseling.
3. Integrate their Christian faith with their practice of professional counseling.

4. Work as a professional counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds.
5. Demonstrate an attitude of compassion and concern for justice while pursuing the practice of clinical mental health counseling.

**SCHOOL COUNSELING CONCENTRATION STUDENT LEARNING OUTCOMES
(SLO'S)**

Students who complete the MA in Counseling with a Concentration in SC will:

1. Communicate empathically and effectively with educators, students, consultees, and community members in professional contexts, in order to be advocates and leaders within the organizations and communities they serve.
2. Work as a school counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds, to meet the educational, vocational, emotional, spiritual and systemic needs of the students they will serve.
3. Demonstrate an attitude of compassion and concern for justice while pursuing the practice of school counseling.
4. Consistently and competently utilizes school counseling and counseling theory and research in the practice of school counseling

MA Counseling: School Counseling Concentration

The MA in Counseling: School Counseling Concentration has been accredited since April 2021.

Current Program Distinctives

Master's in Counseling: School Counseling Concentration: The 64-credit concentration in school counseling has been designed in alignment with the 2016 CACREP and CDE/CDHE standards to prepare students for licensure in school counseling in the State of Colorado. The Masters of Arts in Counseling (School Counseling Concentration) has been designed to train clinically competent school counselors who are able to apply school counseling education in K-12 school settings. Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K–12 students. The school counseling concentration combines excellent clinical instruction in school counseling methodologies, techniques, and approaches, all uniquely adaptable to children, adolescents, and young adults in the educational system. At the time of this report, Denver Seminary's *MA in Counseling: School Counseling Concentration* is the only seminary based CACREP accredited program in the country.

Master's in Counseling: Dual School Counseling and Clinical Mental Health Concentration: The 76-credit dual concentration program has been designed in alignment with the 2016 CACREP and CDE/CDHE standards to prepare students for licensure in *both* clinical mental health counseling and school counseling in the State of Colorado. The dual program curriculum is designed to meet the growing demand for clinically trained school counselors, as well as equipping students with the skills and training needed to engage mental health needs in both clinical and school counseling practice. The dual concentration enables students to graduate with the training and coursework for both SC and LPC licensure in the state of Colorado while only taking 12 additional credits beyond the individual 64-credit concentrations.

School Counseling Certificate: Whereas the Master's in Counseling: School Counseling degree is intended for those seeking a master's degree in counseling, the certificate is intended for those professionals who already carry a CACREP accredited Master's in Counseling degree but are seeking to become trained and licensed in School Counseling in the state of Colorado. It should be noted that this certificate is not CACREP accredited, as CACREP does not accredit certificate programs. Instead, it is a standalone offering intended for those already in possession of a Master's in Counseling from a CACREP accredited institution.

The School Counseling Mental Health Initiative (SCHMI)

The School Counseling Mental health Initiative is an ancillary, but crucial, aspect of the School Counseling program. The SCHMI was developed with the knowledge that without direct engagement with P-12 stakeholders, school counseling educators find it difficult to determine, and stay abreast of, the current trends within school counseling. The SCHMI is built on a framework for research-based community engagement, where Denver Seminary's school counseling education program collaborates with local school systems to explore student mental health, effective school counseling prevention and intervention programming and, ultimately,

effective school counselor education. This data is utilized by Denver Seminary and the local K-12 partners to improve school counseling education and programming.

School Counseling and Mental Health Initiative

In recent decades there has been an increase in depression, self-harm, and suicidal ideation among adolescents in the US. Data from the Centers for Disease Control and Prevention's National Center for Health Statistics reveals that in 2016 suicide became the second leading cause of death among 10 to 34-year-olds. School districts are quickly becoming aware of the desperate need for clinically trained counselors and clinically informed educators and administrators. If schools are to respond to the growing number of mental health concerns, they must have access to the education, training and staff necessary to intervene promptly and effectively. As a result, school districts around the country have created hundreds of positions for clinically trained school counselors.

SCMHI Vision

Denver Seminary seeks to connect with schools and educators in the Denver Metro Area to equip them with knowledge and resources through the work of the School Counseling and Mental Health Initiative (SCMHI). SCMHI is actively developing a network of educators and mental health professionals, providing educational opportunities to the community, and producing much needed research and evaluation regarding the mental health crisis schools are currently facing. Furthermore, as Denver Seminary actively develops a state-of-the-art, research-based, master's level School Counseling degree program, SCMHI serves as a connection point between Denver Seminary and those in the community who would directly benefit from such a degree. Likewise, the School Counseling program curricula will be evaluated in light of data collected through SCMHI, and modified to adequately meet the needs of the current field of school counseling.

Denver Seminary Mission and Vision Applications

Denver Seminary is the only seminary in the nation offering a CACREP accredited school counseling program. The development of SCMHI is consistent with Denver Seminary's desire not only to increase knowledge but to transform that knowledge to action by engaging the needs of the community. SCMHI seeks to increase research-based knowledge and collaboration between Denver area school systems, mental health providers, and Denver Seminary. Specifically, SCMHI conducts research surrounding the mental health needs of Denver area students, families and educators for the purpose of collaboratively developing interventions and programming in schools to decrease the impact of mental health issues on students, families, school staff, and communities. SCMHI will have a profound impact on the community by promoting increased collaboration between various community stakeholders and offering educational and mental health professionals a more developed evidence-base for effective mental health interventions in schools. The research and evidence-based practice knowledge generated by SCMHI will be disseminated into schools and school districts as well as regional and national conferences and peer-reviewed journals.

SCMHI Three-Phase Overview

SCMHI is pursuing a three-phase approach, with each phase expanding the reach and impact of the collected data. This overarching goal is being achieved by identifying and

evaluating the mental health needs of students and educators as well as evidence-based practices that either decrease measures of mental illness in the Denver Metro Area school system or increase wellness factors. This research seeks to include public, charter, and private schools for a true representative sample of Denver Metro Area schools. SCMHI utilizes a Community-Based Participatory Research methodology to partner with P-12 public, private and charter school partners. We currently have 4 public school district partners and one private school system partner, and are serving as consultant for several other schools systems and educational organizations.

Studies to Date:

- a. 25 qualitative focus group interviews with private, public and charter schools focused on:
 - i. Lived Experience of Student Mental Health of:
 1. K-12 Educators
 2. Administrators
 3. School Counselors
 4. School Psychologists
 5. School Social Workers
 6. Students
 7. Parents
 - ii. Lived Experience of the MTSS Process Surrounding Student Mental Health
- b. Three Studies (one ongoing) with private and public-school systems
 - i. Pre/Post analysis of the effectiveness of
 1. School-based Anxiety groups on reducing student anxiety levels
 2. Universal (Tier 1) SEL programming on increasing social-emotional competencies

SCHMI Counseling faculty and graduates have produced the following publications and presentations:

Publications:

- a. Meier Thornton, E., Miller, B., Hauser, K., Miller, L., Volpone, B., Wilson, (2022) Mental Health and Well-Being in Faith-Based Schools: A Qualitative Study. *In L. E. Swaner (Ed.). Leading insights: Mental health and well-being* pp.31-41. Association of Christian Schools International.
- b. Wilson, A. (2022) Understanding the trends: Exploring the Influences and evidence-based practices of student mental health. *In L. E. Swaner (Ed.). Leading insights: Mental health and well-being.* pp.16-30. Association of Christian Schools International.

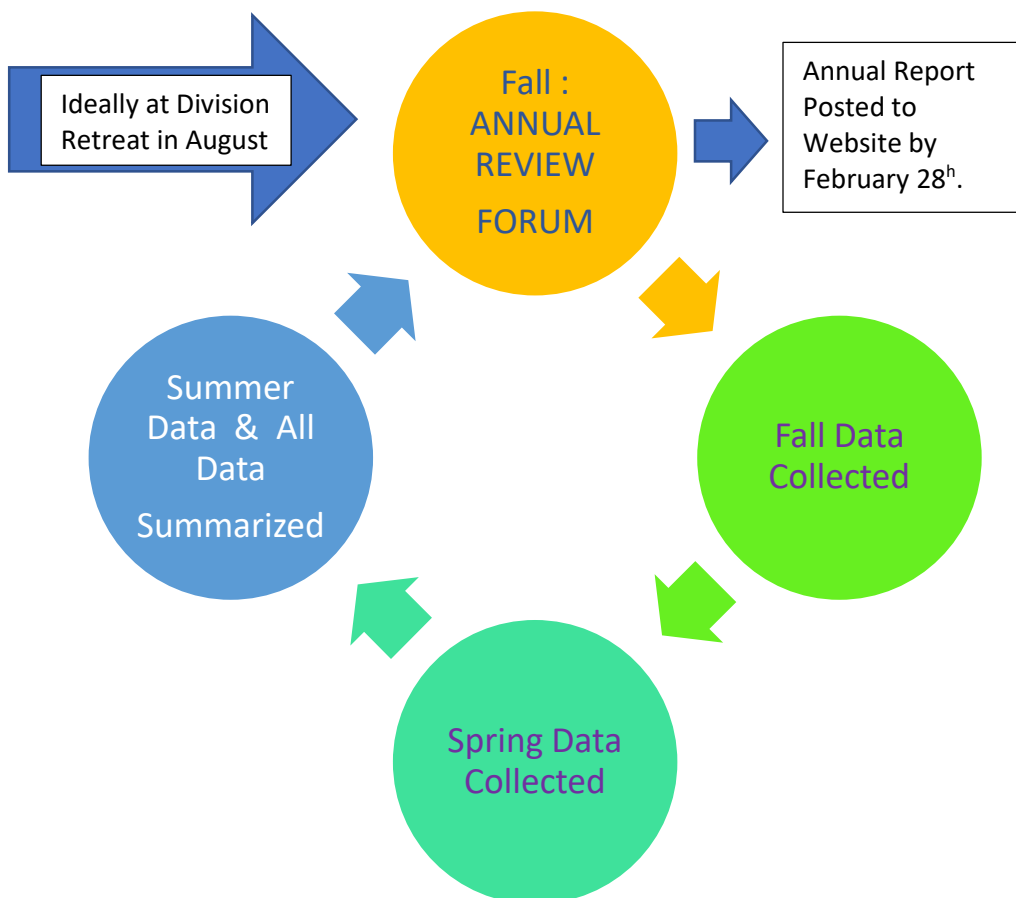
- c. Widmier, J. (2022). *Crisis intervention in Christian schools*. In L. E. Swaner (Ed.). *Leading insights: Mental health and well-being*. pp. 117-127. Association of Christian Schools International.

Presentations:

- a. Meier Thornton, E., Miller, B., Hauser, K., Miller, L., Volpone, B., Wilson, (2022) *Mental Health and Well-Being in Faith-Based Schools: A Qualitative Study*. In L. E. Swaner (Ed.). *Leading insights: Mental health and well-being* pp.31-41. Association of Christian Schools International.
- b. Wilson, A. (2022) *Understanding the trends: Exploring the Influences and evidence-based practices of student mental health*. In L. E. Swaner (Ed.). *Leading insights: Mental health and well-being*. pp.16-30. Association of Christian Schools International.
- c. Widmier, J. (2022). *Crisis intervention in Christian schools*. In L. E. Swaner (Ed.). *Leading insights: Mental health and well-being*. pp. 117-127. Association of Christian Schools International.

Program Evaluation Model

The Master of Arts in Counseling with concentrations in Clinical Mental Health Counseling and School Counseling annually reviews and evaluates the Counseling program objectives by utilizing student and program data which is systematically collected throughout the year.



FALL 2022: ANNUAL REVIEW

- 1) We reviewed collected & summarized data from previous academic year.
- 2) We identified themes & patterns, gaps, weaknesses, strengths (analysis)
- 3) Recommendations were made for program modifications to be implemented for the following academic year. Extensive programmatic changes can be made every 2 years per Denver Seminary’s Assessment Plan
- 4) The Assessment Plan was evaluated for potential improvements.

FALL: Collect Data

Spring: Collect Data

Summer

KPI	GPA’s	KPI	DSKCA	Supervision Evals	Summarize data
DSKCA	Supervision Evals	Survey Data (alumni, employers, site supervisors)			

Alignment with Denver Seminary Assessment of Student Learning

Denver Seminary conducts student assessment on a yearly basis in keeping with HLC and ATS. This assessment process assesses our Student Learning Outcomes (SLO's) by identifying artifacts within the Counseling program and curriculum for evaluation. This year we evaluated 4 SLO's: two from Clinical Mental Health Counseling and 2 from School Counseling. *The success benchmark is that 80% of the students will achieve 80% or better on each artifact. For the Academic Year FA 2021-SP 2022:*

1. School Counseling SLO # 2: Work as a school counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds, to meet the educational, vocational, emotional, spiritual and systemic needs of the students they will serve.

The artifact was the Cultural Immersion Project from CO 621

Results: 80% achieved B or higher. The average grade was 94.8%

2. School Counseling SLO #4: Consistently and competently utilizes school counseling and counseling theory and research in the practice of school counseling

The artifact was The Case Study Paper from CO 507

Results: 80% scored B or higher. The average grade was 94%

3. CMHC SLO #4: Work as a professional counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds.

The artifact was the Cultural Immersion Project from CO 621

Results: 80% achieved B or higher. The average grade was 94.8%

4. CMHC SLO #3: Integrate their Christian faith with their practice of professional counseling.

Artifact was the Personal Integration paper from CO 631.

Results: 80% of students achieved a grade of 80% or higher. The average grade was 94%

Program Division & Faculty Transitions

With the Division facing the loss of three faculty members for the Fall of 2021 in addition to the start of the PhD Program in Counselor Education and Supervision, the Counseling Division requested, and was given approval for, the implementation of a search process for four new faculty to start teaching the Fall of 2021. The Counseling Division is indebted to the Executive Leadership Council for their immediate and thorough financial and administrative support to approve these new positions. After an exhaustive search, the following faculty members were hired to fill full-time faculty positions in the Fall of 2021: Dr. Michell Temple, Dr. Elizabeth Norris, and Dr. Eric Suddeath. In addition, a final search was completed in March of 2022 and a fourth faculty position was filled by Dr. Cheryl Smith.

Kelly McLaughlin, our Counseling Division Administrative Director took another position and her role was filled by Mark Rippitoe.

Denver Counseling Center

The Denver Counseling Center made the following clinical/training improvements:

- A new position was created: Assistant Director of Clinical Training. As our clinical training program grows we have added this position to support practicum and internship students and support the continued growth of the program.
- We also added PhD supervisors to our practicum supervision team. This allows us to create an incredible learning experience for our PhD students and quality hands on support for our masters level students. All PhD students are supervised by our PhD faculty and receive administrative support from the DCC staff.
- We expanded our asynchronous training modules for site supervisors. This has fostered a stronger working relationship with our site supervisors and better support for our interns

Counseling Program Vital Statistics, Demographics, and Trends

There were 52 graduates from the MA Counseling program in 2021-2022: 42 with concentrations in Clinical Mental Health, 9 from the dual track program (CMHC and SC) and 1 from School Counseling.

The pass rate for graduates taking the NCE in Spring 2022 was 100% (see table below).

There were 229 students enrolled in the MA Counseling Program at Denver Seminary in Fall 2021 and 221 enrolled in Spring 2022: 188 were in CMHC; 6 were in the School Counseling Concentration, and 27 were dual track. The number of applicants for the year was 151 of which 100 actually enrolled.

Our students ranged in age from 21-65; 75% are female; 25% are male; 85% are Caucasian, and 15% are students of color.

Graduates from our program work in a variety of vocational settings such as schools, private practice, social service agencies, hospitals and college or career counseling centers. Some continue their education in doctoral programs. Based on our 2018 Alumni survey, of those who sought employment, 87% of all our graduates secured positions in the field of counseling.

APPLICANTS

YEAR	# of Apps	# of Apps accepted/enrolled	Gender		Age			Residency	
			M	F	21-30	31-39	40+	CO Res.	Out of St.
FA 21-SU 22	151	100	29	122				45	55

STUDENTS

YEAR	Gender		Age			Residency	
	M	F	21-30	31-40	40+	CO Res.	Out of St.
FA 21-SM 22	56	165	134	44	43	95	126

Ethnicity							
YEAR	White	African-Am	Hispanic	Asian	Native-Am	2 or more	
FA17-SP18	205	4	7	8	2	16	
FA18-SP19	188	4	5	7	3	7	
FA 19-SP 20	246	3	7	8	3	8	
FA 20- SP 21	235	6	8	11	5	8	
FA 21-SP 22	M:54 F:151	5 M:2 F:3	12 M: 1 F: 4	10 M: 3 F:9	2 M:1 F:1	9 M: 1 F:6	

Graduates			
YEAR	Clinical Mental Health	School Counseling	Dual CMHC/SC
FA 21-SP 22	42	1	9

Summary and Analysis of Student to Faculty Ratios

Semester/Year	Avg. Student Headcount Fall-Summer	Student to faculty FTE Ration	Student FTE (student credit hours/21) 9= Full time student equivalency	Faculty FTE (Core faculty + adjunct faculty FTE) Full-time program faculty are equivalent to 1 FTE each. Adjunct faculty FTE is calculated by dividing the total number of credits taught by 9; which is the same teaching credit load as one full time faculty member per semester
FA 2019-SU 2020	383	1:12	197.6 Cr.= 2372/12	16 (7 core MAC Program fac + 8.9 adjunct)
FA 2020-SU2021	469	1:10	4344/24 = 181	18 (8 core + 10.)
FA 2021-SU 2022	242	1:9	4492/24 = 187	22 (10 core + 12)

CACREP requires a 1:12 faculty to student ratio and they require that core faculty teach 50% or more of the total credits taught during the year. These numbers will improve with new faculty hires.

Fall 2019: Core Faculty taught 48% and non-core taught 51% (Total credits taught = 106)

Spring 2020: Core faculty taught 48 % and adjunct taught 51% (Total credits taught = 99)

Fall 2020 : Core faculty taught 46% and non-core taught 54%

Spring & Summer 2021: Core faculty taught 33% and non-core 67%

Fall 2021: Core faculty taught 55% (Total credits taught 54/99) and non-core taught 42% (42/99)

Spring-Summer 2022: Core faculty taught 54% (Total credits: 74/127) and non-core taught 46% (63/127)

Explanation for FTE Data

The Denver Seminary MA in Counseling offers full programming in the Fall, Spring and Summer. Internship Continuation is offered in a 4-week Intersession. Courses are offered in the Summer in the form of 1-2 week Intensives. We calculate the Student FTE by combining the student credits for Fall through Summer, and divide that by 24 (The Seminary defines full -time student equivalency for the academic year according to the MA Counseling degree worksheet). In order to calculate Faculty FTE, full-time program faculty are equivalent to 1 FTE each. Adjunct faculty FTE is calculated by dividing the total number of credits adjuncts taught in a semester by 9-which is the same teaching credit load as one full time faculty member per semester (Full time faculty load = 18 credits/year).

The Student to Faculty FTE is then calculated by dividing the Student FTE by the Faculty FTE.

During the Fall 2021- Summer 2022 academic year we were compliant with the CACREP maximum faculty to student with a ratio of 1:9.

SUMMARY & ANALYSIS OF PROGRAM OBJECTIVE OUTCOMES

The core faculty of the Master of Arts in Counseling with concentrations in Clinical Mental Health Counseling and School Counseling annually reviews and evaluates the counseling program objectives by utilizing student and program data which has been systematically collected throughout the year. CACREP, our program's accrediting organization requires the M.A. in Counseling program to provide annually:

1. a summary of the program evaluation results,
2. subsequent program modification, and
3. any other substantive program changes.

The Counseling program faculty has identified Key Performance Indicators (KPI) in each of the CACREP 8 core areas and School Counseling specialization that will aid us in assessing how well we are reaching our program goals and objectives. The table below indicates the benchmarks and average grades for each KPI. As required by CACREP the KPI's are measured using multiple assessments over multiple points in time for the Academic Year 2021-2022.

Evaluation of Program Objectives by KPI's

Program Objective #1 Professional Identity/Ethics: Students will identify, describe, and apply ethical professional counseling and school counseling practice in keeping with the standards of professional counseling organizations.				
Common Core Area	KPI: Students will	Assessed In:	Assignment/Benchmark	Aggregate results from Fall 2020 – SP 2021
1. Professional Orientation	2.F.1.i.: apply ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CO 615 Professional Orientation	Final Exam scores Benchmark: 80% of grades are "B" or higher	91% of grades were "B" or higher FA & Sp avg. = 90%
		Comprehensive Exam	Comprehensive Exam question Benchmark: 90% Pass rate on first attempt	100% passed the Exam

		CO 621 Social & Cultural Foundations of Counseling	Reflection paper #1 Benchmark: 80% of grades are "B" or higher	90 % of grades were "B" or higher FA & SP avg. = 95.1%
Program Objective #2 Social & Cultural Diversity: Students will describe and demonstrate awareness, knowledge, and skills necessary to demonstrate cultural responsiveness, social justice and advocacy in the provision of counseling and educational services.				
Common Core Area	KPI: Students will	Assessed in:	Assignment/ Benchmark	Aggregate results from Fall 2020– SP 2021
2. Social and Cultural Diversity	2.F.2.b.: describe theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CO 621 Social & Cultural Foundations of Counseling	Immersion Paper (S) Benchmark: 80% of grades are "B" or higher	94.5 % of grades were "B" or higher FA & SP = 96.1 avg.
			Cultural Autobiography (K) Benchmark: 80% of grades are "B" or higher	98% of grades were B or higher. FA & SP = 99% avg.
		CO 505 Groups in Counseling	Article Review on D'Andrea RCID Article (K) Benchmark: 80% of grades are "B" or higher	73 % of grades were "B" or higher. FA & SP avg. =87.3%
Program Objective #3 Human Growth & Development: Students will describe and apply key human growth and development theories to the counseling and educational process throughout the lifespan.				
Common Core Area	KPI: Students will	Assessed in:	Assignment/ Benchmark	Aggregate results from Fall 2020– SP 2021
3. Human Growth and Development	2.F.3.a.: describe theories of individual and family development across the lifespan	CO 503 Human Growth and Development	Developmental Interviews #1 & #2 Benchmark: 80% of grades are "B" or higher	93.5 % of grades were "B" or higher. FA & SP avg. = 96.75%
		CO 552 Marriage and Family Counseling	Video Viewing Assign Benchmark:	100% of grades were "B" or higher. Avg. grade = 98%

			80% of grades are "B" or higher	
Program Objective #4 Career Development: Students will identify, describe, and apply key career developmental theories, resources, and assessments to facilitate academic success as well as holistic life-work planning and management for diverse clients within a variety of clinical, educational and community settings				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020 – SP 2021
4. Career Development	2.F.4.a.: describe theories and models of career development, counseling, and decision making	CO 525 Career Development and Assessment	Career Narrative Paper Benchmark: 80% of grades are "B" or higher	95.3% of grades were "B" or higher. Avg. grade = 95.8%
			Final Exam (K) Benchmark: 80% of grades are "B" or higher	76% of grades were "B" or higher. Avg. grade = 88.7%
		CO 507 Programs in School Counseling	Career Development Reaction Paper Benchmark: 80% of grades are "B" or higher	100% were "B" or higher Avg. grade = 90.6%
Program Objective #5 Counseling and Helping Relationships: Students will describe and implement various counseling theories and skills in various clinical and educational contexts.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020 – SP 2021
5. Counseling and Helping Relationships	2.F.5.n.: implement a process for aiding students in developing a personal model of counseling	Comprehensive Exam	Theories question on Comps Benchmark: Students must pass with 60% or higher	100% passed Comps
		CO 502 Counseling Theories	Theories Major Paper Benchmark: 80% of grades are "B" or higher.	94.3% of grades were "B" or higher. Avg. grade = 93%

		CO 510 Counseling Foundations FALL & SPRING	Transcript Analysis Benchmark: 80% of grades are "B" or higher	83.5% of grades were "B" or higher. Av. Grade = 91.2%
Program Objective #6 Group Work: Students will describe, identify, and practice the skills and theoretical knowledge needed for designing and facilitating groups in a variety of contexts.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020 – SP 2021
6. Group Counseling and Group Work	2.F.6.c.: identify therapeutic factors and how they contribute to group effectiveness	CO 505 Groups in Counseling	Article Review McDivitt(K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 90%
		CO 555 Addictions and Counseling	12-Steps Site Visit Paper Benchmark: 80% of grades are "B" or higher	97% of grades were "B" or higher FA, SP avg. = 93%
Program Objective #7 Assessment: Students will ethically utilize evidenced-based assessments in diagnosis and risk-assessment in clinical mental health and school counseling practice.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020 – SP 2021
7. Assessment and Testing	2.F.7.e.: utilize the use of assessments for diagnostic and intervention planning purposes	CO 602 Assessment and Measurement in Counseling	Diagnostic Report /1F Benchmark: 80% of grades are "B" or higher.	100% of grades were "B" or higher. Avg. Grade = 97%
			Final Report Critique Benchmark: 80% of grades are "B" or higher	100% of grades were "B" or higher. Avg. grade = 95%
Program Objective #8: Research & Program Evaluation: Assess and utilize the current body of research for effective clinical mental health and school counseling practice and program evaluation.				

Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020 – SP 2021
8. Research and Program Evaluation	2.F.8.a.: acknowledge the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CO 601 Research and Evaluation in Counseling	Journal Article Critiques Benchmark: 80% of grades are “B” or higher.	100% of grades were “B” or higher. Avg. grade = 95.5%
			Final Research Project Benchmark: 80% of grades are “B” or higher	100% of grades were “B” or higher. Avg. grade = 94%
		CO 504 Professional Orientation	Post-Interviewer Paper Benchmark: 80% of grades are “B” or higher	95% of grades were “B” or higher. Avg. grade = 91.74%
Program Objective #9: Clinical Mental Health Counseling: Execute techniques and interventions for prevention and treatment of a broad range of mental health issues.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020– SP 2021
9. Specialty Area: Clinical Mental Health Counseling	5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues.	CO 502 Counseling Theories	Theories section of the Major Paper Benchmark: 80% of grades are “Pass”	94.3% of grades were “B” or higher. Avg. grade = 93%
		Comprehensive Exam	Theories & Diagnosis question on Comps Benchmark: Students must pass with 60% or higher	100% passed Comps
		Internship Group Supervisor Evaluation	Benchmark: 95 % of Students receive “S” or better	100% received “S” or higher

		CO 787 Initial Interview Assessment Report	Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher
Program Objective #10: School Counseling: Assess and utilize models of school counseling that promote equitable academic development and achievement for all students.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2021 – SP 2022
9. Specialty Area: School Counseling	5.G.1.d.: create models of school-based collaboration and consultation	CO 507 Programs in School Counseling	Program Review Project Benchmark: 80% of grades are "B" or higher.	100% were "B" or higher. Avg. grade = 90.6%
		CO 506 Intro to School Counseling	Core Values & School Counseling Paper Benchmark: 80% of grades are "B" or higher	100% of grades were "B" or higher Review Project FA avg. = 94%

NATIONAL COUNSELOR EXAM (NCE): PASS RATES FROM 2021-2022

Academic Year	# of Students	# who passed	Pass Rate
2018-2019	53	52	98%
2019-2020	53	53	100%
Spring 2022	14	14	100%

Denver Seminary students have consistently had a passing rate which is above the national average. In Spring 2022 the national pass rate was 63% and Denver Seminary's was 100%.

SUMMARY & ANALYSIS OF STUDENT SKILLS OUTCOMES

COUNSELING SKILLS SCALE (CSS) Fall 2021-Spring 2022

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern. I		CO797/87 Intern. II	
COUNSELING SKILLS SCALE:	FA & SP		FA & SP		FA & SP	
	Eye contact: Maintains direct gaze with occasional breaks	Avg.	1.5	Avg.	1.7	Avg.
Body Language & Appearance: Maintains open, relaxed, confident posture		1.4		1.5		1.7
Minimal encouragers: Repeats key words and phrases		1.1		1.5		1.5
Vocal tone: Uses vocal tone that matches the sense of the session		1.2		1.4		1.6
Evoking and punctuating client strengths: Includes questions and reflections; positively reframes client experiences		1.1		1.0		1.4
Questioning: Asks open-ended questions that encourages client to continue talking		.9		.9		1.3
Requests concrete and specific examples when clients provide vague generalities		.8		1.0		1.2
Paraphrasing: uses brief, accurate and clear rephrasing		1.1		1.4		1.3
Summarizing: Makes statement at key moments		.8		1.3		1.2
Reflecting feeling: States succinctly the feeling and the content ("You feel _____ when _____.")		.9		1.2		1.4
Using immediacy: Recognizes here-and-now feelings		.7		.9		.9
Observes themes and patterns		.9		.9		1.2
Challenges/Points out discrepancies		.6		.8		.9
Reflecting meaning and values: Reflects the unexpressed meaning or belief/value behind the client's words		.8		1.1		1.2

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern.I		CO797/87 Intern II	
	AVG.	FA/SP	Avg.	FA/SP	Avg.	FA/SP
Counseling Skills Scale, con't.						
Determines goals and desired outcomes collaboratively		1.0		.9		1.2
Uses strategies for creating change		.9		.8		1.2
Considers alternatives and their consequences		.6		1.0		1.2
Plans action and anticipates possible obstacles		.6		.9		1.2
Consistently engages in caring manner with client: Shows genuineness, authenticity, warmth, and acceptance		1.6		1.7		1.9
Ability to open session warmly and smoothly		1.3		1.4		1.5
Directing the session: Structures session, directing clients naturally through opening, exploration, and deeper understanding		1.0		.8		1.1
Closing the session: Ends the session smoothly, warmly, timely		1.1		1.1		1.2
I. Shows Interest and Appreciation Avg. Score		1.2		1.4		1.6
II. Encourages Exploration Avg. Score		.9		1.1		1.2
III. Deepens the Session Avg. Score		.7		1.0		1.1
IV. Encourages Change Avg. Score		.8		.9		1.2
V. Develops the Therapeutic Relationship		1.6		1.7		1.9
VI. Manages the Session Avg. Score		1.1		1.1		1.3

Key:

- +2 Highly developed: helpful, well-timed, and consistently well-performed
- +1 Well developed: helpful and well-timed when performed, but not consistently smooth
- 0 Developing skills: somewhat helpful but too many missed opportunities
- 1 Continue practice: not helpful or well-timed, or no skill existent when it should be
- 2 Major adjustment needed: not at all helpful or well-timed

COUNSELOR DISPOSITION RATINGS (KEY PROFESSIONAL DISPOSITIONS)

Measured by the DSKCA (Soli & Stretch, 2014)

Fall 2021-Spring 2022

Average Disposition Score	CO510 Foundations		CO511 Practicum	CO795/85 Intern I	CO797/87 Intern II
	FA	SP	FA/SP avg	FA/SP avg.	FA/SP avg.
Professionalism	2.74	2.90	3.6	3.9	3.9
Social & cultural appreciation and respect of differences	2.76	2.85	3.4	3.8	3.7
Engaged/motivated to learn and grow	2.70	2.90	3.6	3.8	3.8
Flexibility and adaptability	2.57	3.00	3.7	3.8	3.8
Emotional stability and self-control	2.69	2.81	3.7	3.9	3.9
Congruence and genuineness	2.72	2.81	3.7	3.9	3.9
General self-awareness and understanding	2.96	3.00	3.5	3.9	3.8
Cultural self-awareness	2.29	2.86	3.3	3.7	3.7
Clinical competency self-awareness	3.33	3.00	3.6	3.8	3.8
Self-reflection	2.92	2.80	3.6	3.9	3.8
Responds non-defensively to instructor/supervisor feedback	2.77	3.10	3.6	3.9	3.9
Provides and receives peer feedback	2.71	3.10	3.6	3.8	3.9
Engages in appropriate advocacy on behalf of the profession	2.36	2.83	3.5	3.8	3.8
Utilizes appropriate self-care	2.78	3.25	3.5	3.8	3.8
Attendance	2.80	3.00	3.7	3.8	3.9
Task completion	2.80	2.85	3.7	4.0	3.9
Seeks support and consultation	2.60	2.93	3.7	3.8	3.9
Knowledge and adherence to policies	2.80	2.82	3.7	3.9	3.9
Utilizes and critically evaluates scholarly literature/research	2.00	2.25	3.4	3.7	3.8
Effectively uses technology	3.00	3.10	3.5	3.9	3.8
DSKCA Total Average	2.72	2.90	3.6	3.8	3.8

Key: *Level 0: students unable to demonstrate competency*

Level 1: student demonstrates very limited knowledge of competency.

Level 2: student demonstrates somewhat limited knowledge or competency without prompting or assistance.

Level 3: student demonstrates adequate knowledge of competency.

Level 4: student demonstrates a professional level of competency.

REMEDICATION DATA

Remediation data is kept in the counseling Division. These statistics are only kept for CACREP reporting and internal monitoring.

STUDENT EVALUATIONS OF GROUP SUPERVISORS

Student Evaluation of Group Supervisors Fall 2021-Spring 2022	
My group supervision experience encouraged improvement of my clinical skills (initiating counseling, empathy, active listening, open-ended questions, attending, terminating counseling, etc.).	4.6
My group supervision experience encouraged improvement of my professional practice (record keeping, phone etiquette, ethical decision-making, starting and ending sessions on time, etc.).	4.3
My group supervision experience encouraged my understanding of professional counselor identity.	4.5
My group supervision experience encouraged my understanding of my spiritual-biopsychosocial self.	4.4
My group supervisor displayed a personal interest in students and their learning.	4.7
My group supervisor facilitated conversations, exercises, and/or meaningful peer interactions that were helpful to my clinical development.	4.6
Assignments for my internship section (case presentation, intake assessment report, cultural awareness case study paper, site visit report, etc.) were appropriate to the course.	4.3

KEY: 1-Strongly disagree; 2-Disagree; 3-Somewhat Agree; 4-Agree; 5-Strongly Agree

STUDENT EVALUATION OF INTERNSHIP PLACEMENT & SUPERVISION

Student Evaluation of Internship Placement & Supervision Fall 2021-Spring 2022	
My overall internship experience this semester was positive.	4.5
My internship experience this semester encouraged improvement of my clinical skills (initiating counseling, empathy, active listening, open-ended questions, attending, terminating counseling, etc.).	4.6
My internship experience this semester encouraged improvement of my professional practice (record keeping, phone etiquette, ethical decision-making, starting and ending sessions on time, etc.).	4.6
My internship experience this semester encouraged my understanding of professional counselor identity.	4.6
My internship experience this semester encouraged my understanding of my spiritual-biopsychosocial self.	4.3
Orientation and ongoing training at my internship site was helpful in preparing and supporting me in internship.	4.4
This semester I received adequate support from my individual supervisor.	4.5
This semester my individual supervision experience was positive	4.5
My internship experience was relevant to my career goals	4.5

KEY: 1-Strongly disagree; 2-Disagree; 3-Somewhat Agree; 4-Agree; 5-Strongly Agree

Program Review Action Plan:

None needed at this time. Internship sites continue to be rated highly and site Supervision continues to be strong and helpful to students.

Employer and Site Supervisor Data

We send out a survey to our alumni and employers every two years. Our last survey was sent out in Spring 2018 and these results were reported in our CACREP Self-Study. The next surveys should have been sent out Spring of 2020. Due to COVID and our Administrative director retiring, this survey did not get sent out. Through the process of our CACREP self-report, we also realized that we need to create a more robust and user -friendly survey which will allow us to get the information we need quantitatively as well as ensure higher return rates. In Spring 2022 we sent out new Exit and Alumni surveys and in Fall 2023 we will send out new employer surveys.

Program Modifications for Academic Year 2021-2022 and Beyond

These goals are a result of the Fall 2021 Annual Program Review Forum:

General MA Counseling Program Goals

- 1) Expansion of Denver Counseling Center services beyond the current clinic with expanded professional LPC staffing

This goal remains in progress. We have engaged and developed several different opportunities for clinic expansion, but financial barriers and maintaining our desire to provide counseling services to underserved populations remain challenges. We are currently investigating ways to obtain Medicare reimbursement that would make it much easier to serve these populations.

- 2) Significant continued focus on faculty development and interdisciplinary training (NT and OT this year, Theology next year, and continued rotation of training)

This goal was completely accomplished. We held four sessions each with the Old Testament Department, the New Testament Department, and the Theology Department over a 1.5 year period. Each session was 2 hours each and consisted of training from these departments by their scholars in areas of concern for our Counseling students. As a part of the training, discussion of direct application of what was learned to andragogical and syllabus changes to promote the integration of these concepts occurred.

- 3) Creation of a proposal for a fully online CMHC and School MA degree during the 2022 calendar year with evaluation of the viability of such a program with a potential implementation date of such a program if created in Fall 2025

This goal is in process. A team has been meeting over much of 2022 to create the draft of a proposal for fully online MA in Counseling Programs in both the CMHC and School concentrations. This team will continue meeting during the Spring of 2023, with the goal of presenting a proposal to the Executive Leadership Council in the Fall of 2023. Program implementation would not start until the Fall of 2025, but logistics, structure, hiring, promotion and recruiting, and curriculum development would need to occur starting in Spring 2024.

- 4) Continued expansion of diversity of faculty, staff, and student body in all programs

A complete discussion of the expansion of faculty diversity can be found in the response to the CACREP site visit update that details the changes made in this area in depth. In brief, significant improvements have been made to the diversity of faculty and ongoing efforts continue in all FT CACREP faculty position searches to continue to expand the diversity of Counseling Division faculty. Staff membership shows significant diversity of gender with female staff outnumbering male staff, but diversity of racial and cultural background continues to be a challenge. A task force has been formed and is meeting regularly to address how best to intervene to expand the

diversity of the Counseling Division student body, but numerous issues are involved with this goal. The task force has been asked to develop a proposal with specific recommendations by the end of 2023.

- 5) Expansion of grant and donor funded initiatives such as the School Counseling Mental Health Initiative

A grant writing team was tasked with preparing a proposal for a \$1.25 million five-year grant regarding a Lilly Foundation Christian Parenting Initiative, and that proposal is set to be submitted by mid-February of 2023. This would significantly increase our community involvement and interactions with local agencies such as churches. Additional grants have been received to support the work of the Denver Counseling Center, as well.

- 6) Hiring of three more faculty over the next academic year to start in Fall 2023
- a. One additional CMHC/School MA faculty
 - b. One additional PhD faculty

A proposal was submitted for the hiring of a CMHC/School MA faculty to expand our ability to maintain CACREP ratio compliance and still offer the number of sections and diversity of course work desired by the Division. That proposal is currently under review by the Executive Leadership Council.

A proposal was submitted and approved to hire a PhD faculty member full-time for Fall 2023, and a Search Team is currently reviewing applications for that position with the intent on hiring a qualified applicant for that position in the near future.

- 7) Continued development and implementation of the PhD program
- a. Implementation of the Residency elements of the program
 - b. Development of the Personal Formation elements of the program
 - c. Development of the Clinical Training elements of the program
 - d. Potential CACREP accreditation application in year 3 of the program (Fall 2023).

All of these goals are either in process or will be in the near future. The residency element of the PhD program has been implemented, with the second Residency experience set for June 2023. The Personal Formation elements went into effect this semester in Spring 2023 for the first time in concert with the Clinical Training elements, which also went into effect this Spring 2023 semester. The program has been collecting data since the program was implemented in Fall 2021 regarding CACREP application and compliance. Based on the first graduates being expected in May of 2025, CACREP team and the PhD team will likely begin work on the self-study report in the Fall of 2023.

School Counseling Program Goals Academic Year 2021-2022

1. Program Goals
 - a. Goal: seek out new funnels of students beyond traditional CMHC students

- i. Program chair will meet with Dusty Di Santo and his team during the spring 2022 semester to develop a strategy for recruiting school counseling students due to the nature of a new program in a field that is not naturally aligned with a traditional seminary student body.

Dr. Adam Wilson (Program Chair) met with Dusty and Kathryn G. Kathryn is seeking new conferences and undergrad programs to recruit new student groups (e.g., education undergrads).

- ii. Program chair will contact and visit education programs within the state in order to develop streams of prospective students.

In process, see above

- iii. Program chair will work with advancement to raise funds for school counseling student scholarships, especially for students of color.

We have stipend money from the state, but no new scholarships as of yet. I am in conversation with advancement to develop this idea further. We are connecting students to the loan forgiveness programs offered by the state.

- iv. Program chair will work with Michael Roberts to update and develop web presence surrounding the school counseling program and possible scholarships and opportunities (e.g., SCMHI) within the program.

Completed and ongoing.

- b. Goal: Expanding curricular offerings

- i. In order to further bolster the quality of the curriculum the program chair will develop and implement the following curricular changes:
 - 1. Spring 2023: Offer a new Brief Counseling course (CO 561) specifically oriented toward school counseling and clinical mental health counseling settings. **Completed**

- 2. Fall 2023: Develop and offer the following new courses oriented toward school counseling and the child adolescent population:

- a. CO 508: Child and Adolescent Groups
- b. CO 653: Child and Adolescent Assessment and Measurement
- c. CO 527: College and Career Preparation

All courses were completed.

- c. Goal: Use of School Counseling Mental Health Initiative research to evaluate program effectiveness

- i. Evaluate all school counseling core course curricula (i.e., CO 506, CO 507, CO 556, CO 652) as well as school counseling modified assignments

(e.g., CO 615, CO 602) for alignment with SCMHI literature review and research project results.

Completed and ongoing. (e.g., Updated 615 ethics assignment to align with SCMHI results and ASCA 2022 standards).

- ii. Integrate/update current industry data and themes into all school counseling courses.

Completed and ongoing. See above.

School counseling chair will attend CO 506 and CO 507 once per semester to provide a research update of the current SCMHI research findings and explore the use of data in school counseling and program evaluation with current school counseling students.

Completed and ongoing.

School Counseling Goals for Academic Year 2022-2023

1. After initial offering of new SC courses (see last year's goals), do formative evaluation to determine effectiveness and possible curricular adjustments.
2. Implement annual School Counseling program orientation and field orientation for all prospective and current school counseling students.
3. Increase enrollment through use of new scholarship funds and recruiting initiatives in coordination with Advancement and marketing department.
4. Increased full-time faculty involvement in teaching school counseling courses, reducing overall numbers of adjunct led courses.
5. Develop online school counseling program and seek new school counseling faculty.